DOCUMENT RESUME

ED 442 186 EA 030 432

TITLE	Retention and Attrition of Pacific School Teachers and Administrators (RAPSTA) Study: American Samoa. Research and Development Cadre. Research Series.
INSTITUTION	Pacific Resources for Education and Learning, Honolulu, HI.
SPONS AGENCY	Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE	1998-07-00
NOTE	36p.; For other RAPSTA studies, see EA 030 431-435.
CONTRACT	RJ96006601
PUB TYPE	Reports - Research (143) -- Tests/Questionnaires (160)
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	*Administrator Attitudes; Elementary Secondary Education; Ethnic Groups; Government Publications; *Job Satisfaction; *Labor Turnover; *Morale; Public Schools; Questionnaires; *Stress Variables; Teacher Burnout
IDENTIFIERS	*American Samoa

ABSTRACT

Pacific Resources for Education and Learning (PREL) works with 10 American-affiliated Pacific entities: American Samoa, the Commonwealth of Northern Mariana Islands, the Federated States of Micronesia (Chuuk, Kosrae, Pohnpei, Yap), Guam, Hawaii, the Republic of the Marshall Islands, and the Republic of Palau. This survey raises awareness of the risk factors affecting educators in the Pacific entities and provides insight necessary to redress the concerns of students, policymakers, and educators around the region. The study identified risk factors affecting educators in American Samoa. These risk factors might also play a role in teachers' and school administrators' absenteeism, attrition, and stress burnout. Two hundred and three teacher surveys and 32 school administrator surveys were returned. Absenteeism among teachers and administrators does not appear to be a problem. Twenty-five percent of teachers surveyed agreed that they might quit teaching within two years, citing low salaries, poor benefits, and poor working conditions as reasons. Forty-four percent of school administrators surveyed plan to leave school administration within two years, citing low salaries, retirement, personal health problems, and promotion. Appendixes contain teacher and administrator questionnaires. (Contains 17 references.) (DFR)

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RETENTION AND ATTRITION OF PACIFIC SCHOOL TEACHERS AND ADMINISTRATORS (RAPSTA) STUDY

American Samoa

Research and Development Cadre

July 1998

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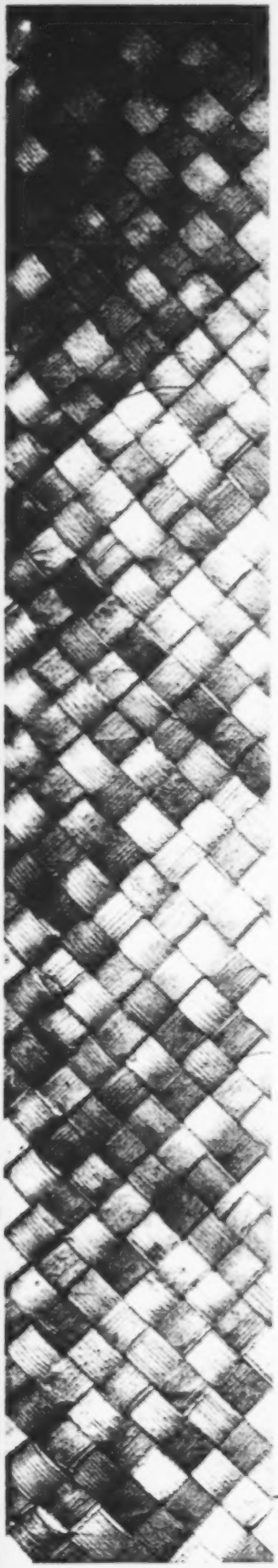

Retention and Attrition of Pacific School Teachers and Administrators (RAPSTA) Study

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This publication was produced with funds from the Office of Educational Research and Improvement (OERI), U.S. Department of Education, under contract number RJ96006601. The content does not necessarily reflect the views of OERI, the Department, or any other agency of the U.S. Government.

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Acknowledgements

This study could not have been completed without the support of departments and ministries of education in the Pacific region, the Research and Development (R&D) Cadre members, and their local R&D support teams. Contributions of time and resources in this cost-shared activity increased work responsibilities and strained small budgets. Pacific Resources for Education and Learning (PREL) staff who worked on this study–Li'a Amisone, Zoe Ann Brown, Jennifer Crites, Stan Koki, Larissa Leroux, Rodrigo Mauricio, Denise Onikama, Carol Perry, Liane Sing, and Kyaw Soe–are grateful to R&D Cadre members for their commitment to the work, and for the continuing support of the region's chief state school officers and the education chief of the FSM National Government.

PREL particularly appreciates the work of R&D Cadre member Tafea Faauma Seui, Program Director for Special Projects, American Samoa Department of Education, for his guidance and assistance in carrying out this research in American Samoa. His efforts, along with those of participating school administrators and teachers, made this study possible.

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Preface

This study represents one step towards solving problems that plague many schools throughout the Pacific: high rates of absenteeism, attrition, and stress/burnout among teachers and school administrators. The data collected in this study reveal the extent of these problems and shed some light on possible contributing factors.

During coming months, R&D Cadre members will present this report to teachers and school administrators in each Pacific entity, soliciting feedback and suggestions that we anticipate will lead to the formulation of specific, entity-based solutions to these concerns.

I. Introduction

The mission of Pacific Resources for Education and Learning (PREL) is to *assist education, government, community agencies, businesses, and labor groups to maintain cultural literacy and improve the quality of life by helping to strengthen educational programs and processes for children, youth, and adults* (Pacific Resources for Education and Learning, 1996).

In order to carry out this mission, PREL has made a commitment to work in close partnership with the ten American-affiliated Pacific entities: American Samoa, the Commonwealth of the Northern Mariana Islands, the Federated States of Micronesia (Chuuk, Kosrae, Pohnpei, Yap), Guam, Hawai'i, the Republic of the Marshall Islands, and the Republic of Palau. As a result of their very different forms of political affiliation with the United States, these ten states are referred to as *entities* in PREL's terminology.

As part of this work, PREL's Research and Development (R&D) Cadre has undertaken several studies in order to describe the educational experiences and opportunities of Pacific Islanders. The R&D Cadre is a group of Pacific educators consisting of one member from each department or ministry of education in the ten entities comprising PREL's service region, and one member representing the National Department of Education, Federated States of Micronesia.

Each entity has formed a local support team of researchers who assist the cadre member in carrying out research studies. The local R&D support teams range in size from five to thirteen members.

One of the studies conducted, *A Study of Risk Factors Among High School Students in the Pacific Region* (Pacific Region Educational Laboratory R&D Cadre, 1995), sparked interest in examining risk factors associated with adults working in Pacific schools. Open-ended questions answered by students participating in the 1995 study indicated that these students were concerned about teacher absenteeism. In entities where no substitute teacher pool is available, students' educational opportunities may be seriously compromised due to high rates of teacher absenteeism.

Frequent teacher absenteeism in the Pacific may have a strong impact on student achievement. For various reasons, such as lack of funds or human resources, substitute-teacher programs are lacking in many entities. Students might come to school, but a teacher might not be available to teach them. Not only does this affect access to educational opportunities and contribute to low student achievement, it could also have an effect on attendance counts, which can adversely affect school funding, thus perpetuating a negative cycle.

Factors related to teacher and school administrator absenteeism have been identified in research conducted in American schools. However, similar research is lacking for the Pacific region. As a result, the PREL Board of Directors recommended follow-up research detailing risk factors for teachers and school administrators. This recommendation was supported by the R&D Cadre members, who expressed interest in examining these risk factors within their respective entities. In addition, policy makers and program managers in the ten entities have expressed concern about the impact of teacher and administrator absenteeism, as well as attrition and stress/burnout, on student achievement.

In response to these concerns, a study was designed to describe the factors that affect Pacific Island educators and make them "at risk" for absenteeism, attrition, and stress/burnout. Merriam-Webster's Collegiate Dictionary (1997) defines stress as "a physical, chemical, or emotional factor that causes bodily and mental tension." Research indicates that excessive stress might cause illness.

A condition termed "burnout" (DeRobbio, 1995) could also result from difficult and stressful work conditions. Merriam-Webster's Collegiate Dictionary defines this condition as "exhaustion of physical or emotional strength."

This study was guided by the following research questions:

1) What are the risk factors that affect Pacific school teachers and administrators?

2) What risk factors lead to absenteeism, attrition, and stress/burnout?

Issues of particular interest to the American Samoa Department of Education (ASDOE) are its perceived high rates of teacher absenteeism and attrition. It is suspected that stress and burnout are the leading factors that cause teachers and school administrators to leave their jobs. ASDOE is also interested in understanding the relationships between these factors and other school variables (e.g., working conditions, administrative support, relations with parents, students behavior, and so on).

This study was designed to identify risk factors affecting educators in American Samoa and other Pacific entities served by PREL. As part of the process, a literature review of teacher risk factors was performed and published (Hammond & Onikama, 1997). This review concluded that:

1) Factors associated with teacher absenteeism–such as child care, transportation difficulties, illness, and cultural demands–tend to be immediate obligations or concerns (Scott & Wimbush, 1991).

2) Factors associated with attrition–such as low salaries, poor benefits, and work overload–are chronic or habitual concerns (Wari, 1993).

3) Factors associated with stress/burnout–such as student misbehavior (Holmes & Rahe, 1967; Pelletier, 1977; American Psychiatric Association, 1994); anger, anxiety, or depression (DeRobbio & Iwanicki, 1996); and school reform (Farber & Ascher, 1992)–are daily nuisances.

These risk factors might also play a role in teacher and school administrator absenteeism, attrition, and stress/burnout in the Pacific region with its unique educational, cultural, and geographical contexts. Pacific schools have adopted the American system of education. However, this transplanted system exists parallel to a Pacific orientation and heritage influenced by Polynesian and Micronesian traditional values, cultural events, and environmental circumstances. Some examples include the following, which were taken from a review of the literature and interviews with Pacific educators:

Cultural events. In some island communities, traditional feasts and funerals are important parts of village life. For instance, if a feast falls on a school day, it is likely that the teacher (who may hold a traditional title) will not go to school, but will prepare for the event. Family relationships with their attendant obligations are highly valued and honored among Pacific Islanders and may account for higher absenteeism rates among Pacific educators.

Family and village social roles. In many island communities, family and village relationships provide a social context that may overlook frequent absenteeism. For example, a teacher may be a member of a large and influential family, many of whom may be employed in the public school system. That teacher's absenteeism may, therefore, be overlooked. Although the traditional American ethic views such favoritism as inappropriate, it may be tolerated within the context of many Pacific lifestyles.

Culturally sanctioned time off. Culturally sanctioned time off may be granted to some people in some entities. For example, a condition referred to as "Monday sickness" occurs when male teachers, especially those who are young

and single, are absent from school after a weekend of excess. Their absence is tolerated as a social and developmental pattern related to their youth.

Environmental factors. Unique weather patterns such as hurricanes and "super-typhoons" in the Pacific region may have an effect on absenteeism. Typhoon Paka, for example, recently decimated Guam, leaving it without electricity and forcing the closure of schools. In Hawai'i, giant winter swells may close roadways and limit access to schools. Flooding in low-lying islands and atolls can cause many teachers to miss school for one or more days.

The main purpose of this study was to raise awareness of risk factors affecting educators in the Pacific entities and to provide insight necessary to address the concerns of students, policy makers, and educators throughout the region. Hopefully, the results will stimulate interest and follow-up action as it relates to local professional development opportunities for Pacific educators.

Because of the region's remote geographical location and its distance from educator training programs, as well as the high costs associated with traveling to institutions of higher education, local departments of education must share responsibility for the development of programs or interventions geared towards maintaining the educational work force. Preventing the negative outcomes associated with risk factors can help educators to become more effective while working with their students and thus promote positive student outcomes. The study will also contribute to the fund of knowledge on absenteeism, attrition, and stress/burnout among educators generally, and Pacific educators specifically, thereby contributing to cross-cultural theory building. This, in turn, may assist the development of models and tools for promoting retention and reducing attrition and stress/burnout among educators in the Pacific and elsewhere.

II. Methods

The *Retention and Attrition of Pacific School Teachers and Administrators* (RAPSTA) study was conducted in ten American-affiliated Pacific entities during the spring of 1997. It was designed and conducted by PREL's R&D Cadre and its members' local support teams. PREL staff provided technical assistance.

R&D Cadre members participated in three PREL-sponsored seminars in which they designed the study, developed data collection instruments, and analyzed the data. Cadre members then shared the collected information with their local R&D support teams.

Subjects

The unit of analysis for the RAPSTA study is the elementary and secondary-level teacher and school administrator. In American Samoa, school administrators include principals, vice-principals, department heads, teaching vice-principals, and school counselors. Three hundred and forty-six teacher surveys and 50 school-administrator surveys were distributed in 14 schools across American Samoa. Two hundred-and-three completed teacher surveys were returned, resulting in a 59 percent response rate. Thirty-two school administrator surveys were returned, resulting in a 64 percent response rate. Tables 1 and 2 summarize demographic characteristics of the subjects.

Table 1

Characteristics of RAPSTA Teacher Sample from American Samoa

Demographic Characteristics		Number	Percentage*
Gender	Female	117	57.6
	Male	75	36.9
	No Response	11	5.4
	TOTAL	**203**	**100.0**
Ethnicity	Samoan	160	78.8
	Caucasian	9	4.4
	Chamorro	1	0.5
	Indian	2	1.0
	Japanese	1	0.5
	Tokelauan	1	0.5
	Other	3	1.5
	No Response	26	12.8
	TOTAL	**203**	**100.0**
Age	20-29	56	27.6
	30-39	60	29.6
	40-49	59	29.1
	50+	24	11.8
	No Response	4	2.0
	TOTAL	**203**	**100.0**
Marital Status	Never Married	64	31.5
	Married	124	61.1
	Separated	2	1.0
	Divorced	4	2.0
	Widowed	4	2.0
	No Response	5	2.5
	TOTAL	**203**	**100.0**
Education	HS Graduate	24	11.8
	Associate Degree	74	36.5
	Bachelor's Degree	78	38.4
	Master's Degree	9	4.4
	Other	7	3.4
	No Response	11	5.4
	TOTAL	**203**	**100.0**
Experience	1 - 4 Years	61	30.0
	5 - 10 Years	51	25.1
	11 - 14 Years	25	12.3
	15 - 20 Years	32	15.8
	20+ Years	18	8.9
	No Response	16	7.9
	TOTAL	**203**	**100.0**
Salary	<5,000	4	2.0
	5,000-9,999	41	20.2
	10,000-14,999	73	36.0
	15,000-19,999	47	23.2
	20,000-24,999	11	5.4
	25,000+	3	1.5
	No Response	24	11.8
	TOTAL	**203**	**100.0**

* Percentages might not sum to exactly 100 due to rounding.

The majority of teachers are married Samoan females, between the ages of 20 and 49, with either an associate (36.5%) or bachelor's (38.4%) degree and less than ten years of teaching experience.

Table 2

Characteristics of RAPSTA School Administrator Sample from American Samoa

Demographic Characteristics		Number	Percentage*
Gender	Female	14	43.8
	Male	17	53.1
	No Response	1	3.1
	TOTAL	**32**	**100.0**
Ethnicity	Samoan	22	68.8
	Caucasian	1	3.1
	Hawaiian	1	3.1
	Maori	1	3.1
	Mixed	1	3.1
	No Response	6	18.8
	TOTAL	**32**	**100.0**
Age	20-29	0	0.0
	30-39	7	21.9
	40-49	17	53.1
	50+	8	25.0
	No Response	0	0.0
	TOTAL	**32**	**100.0**
Marital Status	Never Married	7	21.9
	Married	21	65.6
	Separated	0	0.0
	Divorced	0	0.0
	Widowed	2	6.3
	No Response	2	6.3
	TOTAL	**32**	**100.0**
Education	HS Graduate	0	0.0
	Associate Degree	4	12.5
	Bachelor's Degree	12	37.5
	Master's Degree	15	46.9
	Other	0	0.0
	No Response	1	3.1
	TOTAL	**32**	**100.0**
Experience	1 - 4 Years	3	9.4
	5 - 10 Years	4	12.5
	11 - 14 Years	4	12.5
	15 - 20 Years	6	18.8
	20+ Years	15	46.9
	No Response	0	0.0
	TOTAL	**32**	**100.0**
Salary	<5,000	1	3.1
	5,000-9,999	0	0.0
	10,000-14,999	1	3.1
	15,000-19,999	5	15.6
	20,000-24,999	16	50.0
	25,000+	8	25.0
	No Response	1	3.1
	TOTAL	**32**	**100.0**

* Percentages might not sum to exactly 100 due to rounding.

The majority of school administrators are married Samoan males, between 40 and 49 years of age, with a bachelor's (37.5%) or master's (46.9%) degree and more than 15 years of experience.

Sampling

To ensure a high response rate, the R&D Cadre decided to survey teachers and school administrators from representatively sampled schools. This process is referred to as cluster sampling, because clusters or groups of participants are being sampled. Since the general population of American Samoa is ethno-linguistically homogeneous, schools were selected to represent various geographic areas of the territory. Those sampled included: two elementary schools from the outer islands, three from the west district, two from the east district, and two from the central district; one junior high school from the central district; and four public high schools on the main island. In this way, the sample group represents a cross-section of the teacher and administrator population. Teachers and school administrators from 14 of American Samoa's 29 public schools were included in the sample.

Instrumentation

Two similar data collection instruments were developed, one for teachers and another for school administrators (see Appendices). Each is a five-page survey with three sections: Section 1 consists of 2-1/2 pages of forced-choice and short-answer, self-reported background information as well as absenteeism data for the school year in which the survey was administered. Section 2 is a single-page rating sheet outlining stress/burnout feelings; it was adapted from the Maslach Burnout Inventory–Educators Survey and Human Services Survey (Maslach, Jackson, & Leiter, 1996). Section 3 is also a single-page rating sheet detailing reasons why an educator might quit teaching or working as a school administrator. Individuals did not identify themselves by name, and all responses were kept confidential.

Section 1 - Demographic Characteristics and Absenteeism Data

Section 1 gathered relevant personal information to be used in examining teacher/school administrator retention and attrition. Questions asked about gender, age, ethnicity, marital status, educational attainment, salary, experience, and current teaching load. Additional data on the number of instructional days away from school during the 1996-1997 school year (SY) and the reasons for those absences were collected. For example, participants were asked to write down the number of days they were away from school in SY 1996-1997 for reasons such as funerals, birthdays, storms, heavy rains, or floods.

Section 2 - Stress and Burnout Ratings

The purpose of Section 2, as a means of measuring employee stress/burnout, was to discover how respondents view their jobs and the people with whom they work closely. The Maslach Burnout Inventory (MBI) is recognized as the leading measure of burnout. "It is the best known and most widely used questionnaire for the assessment of individual occupational burnout among human service workers and others whose work involves intense interaction with people" (Offerman, 1986, p. 419). The MBI is a 22-item, self-report inventory of three subscales, which were developed to measure dimensions that the authors felt best defined burnout. These subscales include Low Personal Accomplishment (8 items), Emotional Exhaustion (9 items), and Depersonalization (5 items).

- Low Personal Accomplishment results when teachers evaluate themselves negatively, particularly in relation to their work with students (DeRobbio, 1995). Those who report low personal accomplishment may disagree with the statement, "I have accomplished many worthwhile things in teaching" (Maslach, Jackson, & Schwab, 1986, p. 2).

- Emotional Exhaustion "is the tired and fatigued feeling that develops as emotional energies are drained. When these feelings become chronic, educators find they can no longer give of themselves to students as they once could" (Maslach, Jackson, & Leiter,

1996, p. 28). They may agree with the statement, "I feel I'm working too hard on my job" (Maslach & Jackson, 1986, p. 2).

- Depersonalization results when educators "no longer have positive feelings about their students" (Maslach, Jackson, & Leiter, 1996, p. 28). They may develop negative or cynical attitudes and feelings about them and may agree with the statement, "I don't really care what happens to some of my students" (Maslach, Jackson, & Schwab, 1986, p. 2).

Respondents rated each of the 22 items in terms of the frequency that these feelings occur, ranging from "never" (0) to "every day" (6).

To make the survey instrument more appropriate to the Pacific region, the MBI Educators Survey (Maslach, Jackson, & Schwab, 1986) and the MBI Human Services Survey (Maslach & Jackson, 1986) were adapted, with permission from the publisher. Seven of the 22 items were modified to clarify vocabulary and idiomatic phrases. Since many of the respondents in the Pacific entities speak English as a second or foreign language, words such as "exhilarated" and "callous," or expressions such as "at the end of my rope" were stated in more understandable terms. These modifications were made by two Pacific-entity educators who are familiar with the English proficiency of teachers in the region. It was determined that these language-clarifying changes would not significantly alter the instrument's technical qualities. The MBI has been validated for use in countries around the world in a number of translations (Maslach, Jackson, & Leiter, 1996, p. 1).

Section 3 - Reasons for Leaving the Profession

The purpose of Section 3 was to understand why teachers and school administrators leave their jobs. Respondents were asked to rate each of 19 statements on a four-point Likert-type scale from "strongly disagree" to "strongly agree." For example, teachers rated their level of agreement with two statements: "I might leave my current teaching job for a better teaching position within the next two years" and "I might leave teaching altogether within the next two years." They were also asked to rate their agreement by noting reasons why they might quit teaching. Reasons for leaving the profession, as listed on the survey, were selected because of their prevalence in attrition literature. Additional reasons were included on the basis of their perceived importance by educators in the Pacific region.

Procedures

The R&D Cadre members and their local support teams coordinated the survey administration. They planned meetings to inform school staff about the RAPSTA study, its purpose, rationale for the selection of schools, and the importance of serious responses to the survey. In these meetings, schedules for data collection were developed and confirmed. Plans for necessary logistical support and accommodations were also communicated to the staff.

School administrators attended meetings that were facilitated by the American Samoa R&D Cadre member, with PREL staff assistance. The study was explained, and school administrators were given surveys to complete.

In turn, school administrators informed their teachers about the survey during faculty meetings, and surveys were distributed for teachers to complete. In order to ensure anonymity, the teachers were asked to put their completed surveys in large envelopes placed at designated locations throughout each school.

The data were collected from April 1997 to June 1997, giving adequate time for personnel to complete the surveys and for PREL staff to monitor the status of returned surveys. Surveys were collected by the local support team after being completed by each school's teachers and administrators. They were then forwarded to PREL in Honolulu for data entry and preliminary analysis.

III. Findings

This section features general findings on absenteeism, attrition, and stress/burnout among teachers and school administrators in American Samoa. It highlights findings in three areas: (1) reasons for school absences, (2) possible reasons for attrition in the education profession, and (3) comparisons of Potential Leavers with Non-Leavers.

Reasons for School Absences

During the 1996-1997 school year, teachers in American Samoa were away from work, on average, for a total of 6.03 days. School administrators in the sample were away from work, on average, for a total of 7.87 days. Table 3 provides data on reasons why teachers were away from work and frequency of absence. Table 4 provides data on reasons why school administrators were away from work and frequency of absence.

Table 3

Reasons Why Teachers Are Away from School in American Samoa

Rank	Reason	Average # of Days Away
1	Personal illness	2.17
2	Funerals	0.80
3	Family member sick	0.64
4	Maternity leave	0.41
5	Meetings and workshops	0.29
6	Child care	0.27
7	Other	0.22
8	Storm, heavy rain, flood, etc.	0.19
8	Family responsibilities	0.19
9	Military training	0.15
10	Church activities	0.11
11	Weddings	0.09
12	Training leave	0.08
12	Educational leave	0.08
12	Transportation problem	0.08
13	Vacation	0.06
13	Community responsibilities	0.06
14	Working conditions	0.03
14	Relationship with supervisors	0.03
15	Stress	0.02
15	Jury duty	0.02
15	Paternity leave	0.02
16	Relationship with co-workers	0.01
16	Administrative leave	0.01
17	Suspension	0.00
17	Lack of instructional materials	0.00
17	Birthdays	0.00
	TOTAL	6.03

In American Samoa, personal illness was the leading cause of teacher absence from school, with an average of 2.17 days away. The next highest reason was funerals, with an average of 0.80 days; followed by a sick family member, with an average of 0.64 days.

Table 4

Reasons Why School Administrators Are Away from School in American Samoa

Rank	Reason	Average # of Days Away
1	Funerals	1.81
2	Personal illness	1.69
3	Meetings and workshops	1.00
4	Family member sick	0.66
5	Training leave	0.59
6	Vacation	0.38
7	Family responsibilities	0.28
8	Administrative leave	0.25
9	Child care	0.22
10	Weddings	0.16
10	Relationship with supervisors	0.16
10	Educational leave	0.16
10	Church activities	0.16
11	Storm, heavy rain, flood, etc.	0.13
11	Community responsibilities	0.13
12	Working conditions	0.03
12	Relationship with co-workers	0.03
12	Birthdays	0.03
13	Transportation problem	0.00
13	Suspension	0.00
13	Stress	0.00
13	Paternity leave	0.00
13	Other	0.00
13	Military training	0.00
13	Maternity leave	0.00
13	Lack of instructional materials	0.00
13	Jury duty	0.00
	TOTAL	7.87

School administrators in American Samoa were most frequently away from school because of funerals, with an average of 1.81 days. This was followed closely by personal illness, with an average of 1.69 days, and meetings and workshops, with an average of 1.00 day.

Reasons for Attrition in the Education Profession

Respondents rated 17 reasons for leaving teaching or administration on a four-point Likert-type

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scale, from "strongly agree" to "strongly disagree." In order to judge the technical significance of correlations between responses on each item, this ordinal scale was collapsed into two categories: "strongly disagree" and "disagree" were counted as DISAGREE; "strongly agree" and "agree" were counted as AGREE. Percentage of agreement was then calculated for each reason.

In American Samoa, 25 percent (N=51) of teachers surveyed agreed that they might leave teaching within the next two years. For purposes of analysis, two categories were created: Potential Leavers and Non-Leavers. Non-Leavers are those who disagreed with the statement, "I might leave teaching within the next two years." Table 5 ranks the reasons teachers gave for leaving teaching, comparing Potential Leavers with Non-Leavers.

Survey results in American Samoa are similar to results from research in other locations: low salaries and poor working conditions were given as two of the top five reasons for leaving, by teachers who were planning to leave the teaching field as well as by those who were not.

For each possible reason for leaving teaching, a statistical test (Chi^2) was performed to find out if the response patterns of Potential Leavers and Non-Leavers are different. Potential Leavers are more likely to leave for the following reasons: poor benefits, promotion, low salaries, pressure from the community, and too many responsibilities. It was also found that Potential Leavers are less likely than Non-Leavers to agree that they might leave because of retirement. These respondents might not plan on staying in the system until retirement.

In American Samoa, 44 percent (N=14) of school administrators surveyed agreed that they might leave educational administration within the next two years (Potential Leavers). Table 6 ranks the reasons school administrators gave for leaving the school administration field, and compares Potential Leavers with Non-Leavers. Non-Leavers are those who disagreed with the statement, "I might leave educational administration altogether within the next two years."

The top reasons for leaving school administration included low salaries, promotion, retirement, and personal health problems. These reasons were ranked among the top five by school administrators who were planning to leave, as well as those who were not.

Table 5

Reasons for Leaving Teaching in American Samoa

If I quit teaching, it would be because of ...	Potential Leavers		Non-Leavers	
	% Agree	Rank	% Agree	Rank
poor working conditions	57.5	5	49.5	4
no support from school administration	46.9	9	39.1	8
no support from central office	33.0	4	46.9	5
too much stress	54.4	6	38.2	9
poor relationship with parents	23.4	16	20.0	14
students' bad attitudes	30.4	13	23.9	12
my lack of control over school policies	23.9	15	18.8	15
poor benefits **	63.8	3	37.5	10
personal health problems	47.8	8	55.6	3
too many disagreements about how to teach	26.1	14	21.4	13
not enough school materials and supplies	51.1	7	44.3	6
low salaries *	86.0	1	66.7	1
too many responsibilities *	40.4	11	24.8	11
pressure from the community *	31.9	12	15.0	16
retirement **	41.7	10	64.0	2
promotion **	66.7	2	43.2	7
poor relationship with teachers	17.4	17	12.5	17

* $p \leq .05$

** $p \leq .01$

Table 6

Reasons for Leaving School Administration in American Samoa

If I quit being a school administrator, it would be because of ...	Potential Leavers		Non-Leavers	
	% Agree	Rank	% Agree	Rank
poor working conditions	61.5	6	46.7	4
no support from school staff	46.2	8	46.7	4
no support from central office	53.9	7	46.7	4
too much stress	38.5	9	46.7	4
poor relationships with parents	23.1	11	33.3	6
students' bad attitudes	15.4	12	13.3	9
my lack of control over school policies	38.5	9	26.7	7
poor benefits	38.5	9	33.3	6
personal health problems	63.6	5	60.0	2
too many disagreements about how to run my school *	53.9	7	13.3	9
not enough school materials and supplies *	64.3	4	20.0	8
low salaries *	92.9	1	53.3	3
too many responsibilities	15.4	12	26.7	7
pressure from the community	30.8	10	20.0	8
retirement	84.6	2	53.3	3
promotion	69.2	3	66.7	1
poor relationship with teachers	0.0	14	20.0	8
poor relationship with staff	7.7	13	20.0	8
political reasons	46.2	8	40.0	5

* $p \leq .05$

For each possible reason for leaving school administration, a statistical test (Chi^2) was performed to find out if the response patterns of Potential Leavers and Non-Leavers are different. Potential Leavers are more likely to leave for the following reasons: too many disagreements about how to run the school, not enough materials and supplies, and low salaries.

Comparison of Potential Leavers and Non-Leavers

The relationship between stress, burnout, and reported desire to leave education was examined in order to provide assistance to program managers and staff developers who work to improve school climate.

1. A *high degree of burnout* is reflected in high scores on the Emotional Exhaustion and the Depersonalization subscales, and in low scores on the Personal Accomplishment subscale.
2. A *medium degree of burnout* is reflected in moderate scores on the three subscales.
3. A *low degree of burnout* is reflected in low scores on the Emotional Exhaustion and the Depersonalization subscales, and in high scores on the Personal Accomplishment subscale.

Table 7 reflects a comparison of mean scores for all teacher and school administrator respondents, with scores from the norm sample. In American Samoa, teachers experience a higher sense of personal accomplishment than both school administrators and the norm sample. In addition, they are not as emotionally exhausted nor do they feel as depersonalized as either of the two other groups. Teachers in American Samoa display a high degree of engagement in their work. School administrators feel less emotionally exhausted and depersonalized than the norm sample, yet may experience some aspects of occupational burnout as a result of a low sense of personal accomplishment in their jobs.

Table 7

MBI Subscale Scores for American Samoa Teachers and School Administrators Compared to the Norm Sample

MBI Subscale	Sample Size	Mean Score
Personal Accomplishment (PA)		
American Samoa Teachers	203	36.4
American Samoa School Administrators	32	31.5
Norm Sample	4,163	33.5
Emotional Exhaustion (EE)		
American Samoa Teachers	203	18.4
American Samoa School Administrators	32	18.8
Norm Sample	4,163	21.3
Depersonalization (DP)		
American Samoa Teachers	203	5.1
American Samoa School Administrators	32	6.0
Norm Sample	4,163	11.0

In order to analyze how Potential Leavers compare to Non-Leavers on the MBI subscales, scores were classified as High, Moderate, or Low. To make interpretation easier, the suggested cut-off scores used by MBI authors to classify low and high Personal Accomplishment were reversed. That is, a high score in this report means a high sense of personal accomplishment. According to the authors (Maslach, Jackson, & Leiter, 1996), personal accomplishment is a reverse scale, which means high scores denote a high lack of personal accomplishment. We found this to be confusing and, thus, made these changes for our reporting purposes. The following cut-off scores were used:

Table 8

Cut-off Scores for MBI Subscale Categories

MBI Subscale	High	Moderate	Low
Personal Accomplishment	≥ 37	31-36	≤ 30
Emotional Exhaustion	≥ 27	17-26	≤ 16
Depersonalization	≥ 14	9-13	≤ 8

Figures 1-6 display differences between Potential Leavers and Non-Leavers among teachers (Figures 1-3) and school administrators (Figures 4-6) on the three MBI subscales. Teachers who might leave have a lower sense of personal accomplishment, are more emotionally exhausted, and feel more depersonalized than those who do not plan to leave. School administrators who might leave also have a lower sense of personal accomplishment and feel slightly more depersonalized than Non-Leavers. However, they are not as emotionally exhausted as their non-leaving peers.

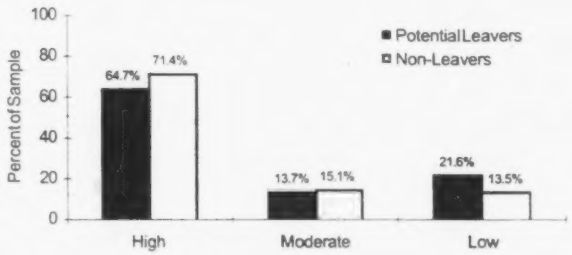

Figure 1. **Personal accomplishment among teachers in American Samoa**

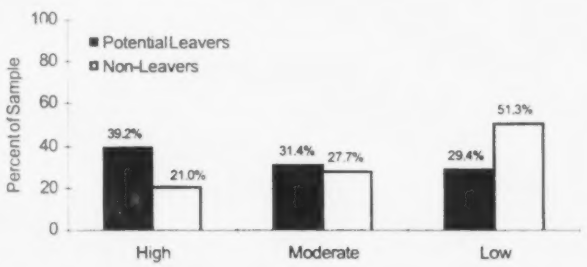

Figure 2. **Emotional exhaustion among teachers in American Samoa**

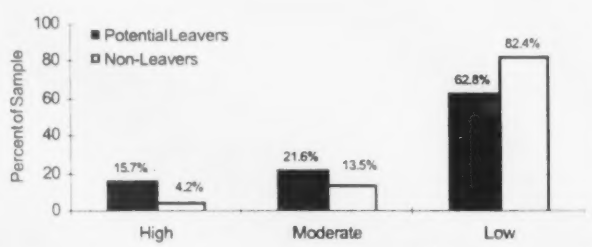

Figure 3. **Depersonalization among teachers in American Samoa**

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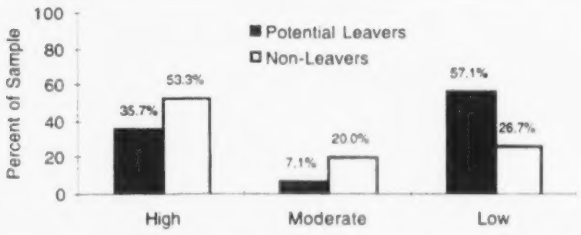

Figure 4. **Personal accomplishment among school administrators in American Samoa**

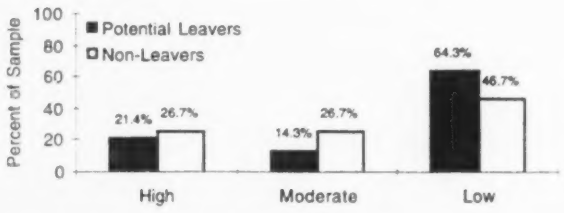

Figure 5. **Emotional exhaustion among school administrators in American Samoa**

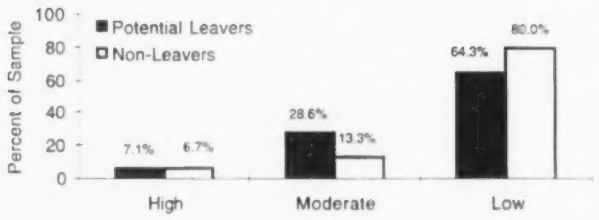

Figure 6. **Depersonalization among school administrators in American Samoa**

IV. Discussion

Absenteeism

Absenteeism among teachers and school administrators in American Samoa does not appear to be a problem. During the 1996-1997 school year, teachers were away from work, on average, a total of 6.03 days. Reasons for absences are those one would expect: personal illness, funerals, and a sick family member. These factors associated with absenteeism tend to be of immediate concern (Scott & Wimbush, 1991).

During the school year, administrators were away from work, on average, a total of 7.87 days. They were most frequently away from school due to funerals, personal illness, and meetings and workshops. The number of absences due to meetings and workshops (one day) was considerably less than findings reported in other entities.

Attrition

In American Samoa, 25 percent of teachers surveyed agreed that they might quit teaching within two years. For American Samoa's teachers in general, survey results are similar to research results from other locations: low salaries, poor benefits, and poor working conditions were given as the top reasons for leaving. For those who plan to leave, additional reasons include promotion, pressure from the community, and too many responsibilities. For these teachers, perhaps the stress associated with multiple responsibilities and perceived community pressure is too much to handle, given their perceptions of poor working conditions and low salaries.

Forty-four percent of school administrators surveyed plan to leave school administration within two years. Their top reasons for leaving include low salaries, retirement, personal health problems, and promotion. Promotion is a positive reason for leav-

ing because it indicates career advancement. Retirement is also not a negative reason for leaving school administration, as it is a natural part of any career. Low salaries have always been a problem in American Samoa, where school administrators are paid considerably less than in other entities such as Hawai'i, the Commonwealth of the Northern Mariana Islands, and Guam. Also, salaries tend to be unchanging in American Samoa, unless another degree is acquired or a higher-paying position is obtained.

Low salary is one problem area that distinguishes school administrators who might leave from those who plan to stay. Lack of materials and supplies and too many disagreements about how to run their schools are also significant reasons for leaving. Perhaps these reasons are indicative of the low sense of personal accomplishment reported.

Burnout

In American Samoa, teachers who are planning to leave have a lower sense of personal accomplishment, are more emotionally exhausted, and feel more depersonalized than those who are not planning to leave. For these teachers, occupational burnout appears to be a problem and might result in their leaving.

School administrators who are planning to leave have a lower sense of personal accomplishment and feel slightly more depersonalized than those who are not planning to leave. Those who plan to leave might also be suffering from some aspects of occupational burnout.

V. Limitations

The Challenge of Language and Culture

Conducting research across diverse linguistic and cultural groups is a challenging task. The language in which research is conducted can limit accurate interpretation of its results. Expectations regarding task importance and response candor may vary from culture to culture. Thus, results from cross-cultural studies may be difficult to interpret.

While English is the language of wider communication in all of the American-affiliated Pacific entities, respondents to the surveys in this study varied in their use and comprehension of English. For some, English might be a first language; for others, it might be a second or third language, used to a much lesser extent than the vernacular. Thus, particular vocabulary, grammatical structures, or instructions may have been problematic.

To adjust for some for these potential errors in measurement, native language/culture informants, who are members of the R&D Cadre or entity local support teams, provided the following expert assistance:

- developed and piloted questions used in the survey;
- revised potentially confusing items from the Maslach instrument;
- in many cases, administered surveys in group settings, leading respondents through each item and clarifying meanings upon request; and
- provided translations, where necessary, especially in geographically isolated outer-island settings.

Culture-specific interpretations concerning the importance of research, ways of responding, and the meanings of specific terms might all affect results. R&D Cadre members made special efforts to work with their respective departments or ministries of education and directors to ensure that teachers and school administrators took their responses to the survey seriously. In many cases, entity-wide meetings were held to explain the study, its importance, and

the need for truthful data. Because the study was designed by members of each department of education, and was intended to investigate issues of importance to the entity, some support was ensured. The study was discussed at principals' and teachers' meetings; support for administration and data collection was provided by the entity department or ministry of education.

Instrumentation

All data collected in this study came from self-report questionnaires. This method of data collection was selected because of its perceived advantages for large-scale research. Those advantages include:

- Questionnaires are relatively easy and inexpensive to administer
- Questionnaires can be designed to ensure anonymity
- Respondents answer at their own pace
- Questions are standardized

However, self-report questionnaires also have limitations—responses may not always be truthful or accurate. Some respondents might make careless errors, such as checking the wrong box or writing the incorrect number. They might purposely answer questions with incorrect information because they want to give a favorable impression or avoid potentially embarrassing admissions. Or, they might misinterpret questions and respond inaccurately.

The R&D Cadre pilot-tested the questionnaires in order to improve wording so that respondents might better interpret the meanings of questions. Additionally, directions for completing the questionnaires and administration procedures were purposefully designed to ensure anonymity. However, even with these precautions, hindsight tells us that specific changes might have improved the validity of responses. In particular, the following limitations are noted:

1. Items that required respondents to check boxes on the right were somewhat confusing. The items should have been transposed so that the boxes were on the left.
2. Questions measuring attrition could have been phrased with greater clarity. Rather than asking if the respondents might leave and reasons that might cause them to leave, perhaps asking whether or not they were going to leave and why would have provided more definitive information.
3. In order to assure respondents of anonymity and foster truthfulness in responses, surveys did not ask for individuals' names. However, they did request the names of schools. In entities where there are few schools and a limited number of teachers (e.g., one per grade level), this may not have been sufficient to guarantee anonymity, and, consequently, honesty in response.

Analysis

Non-responses to items on the questionnaires could limit the validity of some results. For example, in order to analyze differences between teachers who are Potential Leavers and Non-Leavers, only those who responded to the question "I might leave teaching within the next two years" and each of the reasons for leaving could be included in the analyses (cross-tabulations). In some instances, large portions of the sample did not respond to either the "I might leave" question or one of the reasons.

Therefore, conclusions based on such results may only be generalized on the basis of those who were willing to respond. There may be systematic differences between respondents and non-respondents. For example, if non-respondents were more likely to experience depersonalization at work and, therefore, did not care to respond to all items, then conclusions based on results in which they did not participate would under-identify this risk factor in the population.

Although standardized group administration practices included requests to respond to all items, these requests were not sufficient. Moreover, standardized administration was not always possible.

Non-responses on the Maslach Burnout Inventory were also a problem. In order to calculate each subscale score, all items that contributed to that subscale must have been answered. If a respondent left one item out, the subscale in which that item was included could not be computed. Therefore, the extent of burnout may be underrepresented.

Sampling

Although teachers and school administrators from approximately half of the schools in American Samoa were selected for inclusion in this study, only 59 percent of the teachers and 64 percent of the school administrators returned surveys. The representativeness of these samples might have been compromised by non-response biases. For example, those who did not return surveys may have been more (or less) likely to be absent from school, leave the profession, or suffer from stress and burnout than those who responded. Non-response is usually considered a non-random process; it is assumed that systematic differences exist between those who responded and those who did not. Therefore, results from this study in American Samoa should be interpreted with caution.

VI. Recommendations

The recommendations provided in this section of the report are based on the general findings concerned with absenteeism, attrition, and stress/burnout among teachers and school administrators in American Samoa. Findings in three areas are highlighted: (1) reasons for absences, (2) possible reasons for attrition in the education profession, and (3) comparisons of Potential Leavers and Non-Leavers.

Recommendations Regarding Findings on Absenteeism

As stated in the discussion section, absenteeism among teachers and school administrators does not appear to be a problem in American Samoa. The average number of days away from school for teachers is 6.03. The average number of days away from school for administrators is 7.87 days. However, initial interest in this study came from the ASDOE's concern about high rates of absenteeism. Perhaps educators with higher numbers of absences were among those who did not return surveys. One way to get a clearer picture of absenteeism among educators in American Samoa is to compare school and district personnel records with findings from this study.

Recommendations Regarding Findings on Attrition

1. As a way of contributing to staff stability, a pro-active program aimed at reducing the attrition rate of teachers and school administrators should be designed and implemented by the public school system. This program might include strategies to help teachers juggle multiple responsibilities and the demands of their communities. It could also provide school administrators with techniques for stretching their limited resources, and suggest ways to reach agreement about school management. Staff stability can contribute to improved student performance and achievement.

2. In addition, results of this study indicate that plans should be made for recruitment, training, and replacement of educational personnel, especially school administrators.

Recommendations Regarding Findings on Stress/Burnout

1. More teachers than school administrators experience occupational burnout. A comprehensive program to reduce stress and burnout among teachers in the American Samoa public school system should be designed and implemented. Intervention of this type could increase educators' engagement in their work, and may lead to improved attendance, lower attrition rates, and the improved well-being of those professionals who work most closely with students.
2. The causes and effects of a low sense of personal accomplishment among school administrators in American Samoa, especially among those who are planning to leave, may warrant further study. An investigation could uncover factors associated with this problem, and it might discover reasons why administrators feel that there are too many disagreements about how to run their schools.

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Appendices

Appendix A: RAPSTA Teacher Questionnaire

Appendix B: RAPSTA School Administrator Questionnaire

Appendix A

Retention and Attrition of Pacific School Teachers and Administrators (RAPSTA) Study

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Teacher Questionnaire

Created by the

Research and Development Cadre

American Samoa Department of Education
Commonwealth of the Northern Mariana Islands Public School System
Federated States of Micronesia National Department of Education
Guam Department of Education
Chuuk State Department of Education
Hawai'i State Department of Education
Kosrae State Department of Education
Pohnpei State Department of Education
Yap State Department of Education
Republic of the Marshall Islands Ministry of Education
Republic of Palau Ministry of Education
with the assistance of
Pacific Resources for Education and Learning

Retention and Attrition of Pacific School Teachers and Administrators (RAPSTA) Study
Teacher Questionnaire

SECTION 1

The purpose of this section is to understand what factors cause teachers to be away from school. All responses will be kept anonymous. Please complete this section by filling in the requested information. Please print your responses and check (✓) boxes (☐) as appropriate. Remember, DO NOT PUT YOUR NAME ON THIS QUESTIONNAIRE. It is important that all responses be anonymous.

School: _____ **Date**: _____

Location: Am. Samoa ☐ Guam ☐ CNMI ☐ Hawaii ☐ RMI ☐
Pohnpei ☐ Chuuk ☐ Kosrae ☐ Yap ☐ Palau ☐

Gender: M ☐ F ☐ **Place of birth:** _____
(Entity or State or Country)

Ethnic heritage: _____
(Ethnicity of Parents)

Age:
15-19 ☐ 20-24 ☐ 25-29 ☐ 30-34 ☐ 35-39 ☐ 40-44 ☐
45-49 ☐ 50-54 ☐ 55-59 ☐ 60-64 ☐ 65 + ☐

Current marital status:
Never Married ☐ Married ☐ Separated ☐ Divorced ☐ Widowed ☐

Highest level of education attained:
High School Graduate ☐ Associate Degree ☐ Bachelor Degree ☐
Master Degree ☐ Other (specify) ☐

Major field of study: _____
(Examples: Elementary Education, Math, Science, Agriculture, etc.)

Current annual salary: $_____(per year)

Years of teaching experience:
1 - 4 ☐ 5 - 10 ☐ 11 - 14 ☐ 15 - 20 ☐ 21 or more ☐

What grades do you currently teach? (check all that apply) —
How many students do you teach? (put in number per grade level) —

K	1	2	3	4	5	6	7	8	9	10	11	12

For elementary teachers who teach in self-contained settings, please check the subject areas you are currently teaching.

✓	Subject areas you teach (put a ✓ in column on left)	✓	Subject areas you teach (put a ✓ in column on left)
	Language Arts/English		Art
	Language Arts/Vernacular		Music
	Math		Health
	Science		Physical Education
	Social Studies		Guidance
	Other (specify)		Other (specify)

For secondary teachers who teach in departmentalized settings, please check the subject area(s) and number of class periods you are currently teaching.

	Number of class periods you teach (put a ✓ in the appropriate columns)						
Subject area(s) you teach	1	2	3	4	5	6	7
Language Arts/English							
Language Arts/Vernacular							
Math							
Science							
Social Studies							
Vocational Education (specify)							
Business Education							
Computers							
Art							
Music							
Physical Education							
Other (specify)							

If you have had jobs other than teaching, please list them below.

Previous employment other than teaching	Number of years

Total number of instructional days you were away from school this year (SY '96 - '97):

None ☐ 1-5 ☐ 6-10 ☐ 11-15 ☐ 16-20 ☐ 20 + ☐

Write the number of days you were away from school in SY '96 -'97 for the reasons listed below.

Reason	Number of Days	Reason	Number of Days
funerals		working conditions	
birthdays		relationship with co-workers	
child care		stress	
transportation problem		meetings and workshops	
personal illness		administrative leave	
family member sick		educational leave	
family responsibilities (errands)		training leave	
community responsibilities		church activities	
storm, heavy rain or flood		maternity leave	
vacation		paternity leave	
lack of instructional materials		suspension	
relationship with supervisor		jury duty	
wedding		military training	
other (specify)		other (specify)	

SECTION 2

This section of the questionnaire contained directions and 22 items intended to measure teachers' stress and burnout. This section was modified and reproduced by special permission of the Publisher, Consulting Psychologists Press, Palo Alto, CA 94303 from ***Maslach Burnout Inventory—Educators Survey*** *by Christina Maslach, Susan E. Jackson, & Richard L. Schwab. Copyright 1986 by Consulting Psychologists Press, Inc. All rights reserved. Permission for reproduction of the instrument in this report was not granted.*

SECTION 3

The purpose of this section is to understand what makes teachers leave their jobs. Below are listed statements made about quitting a teaching job. Place a check (✓) in the column next to each statement that best reflects how much *you agree or disagree* with the statement. Please respond to all statements.

MAKE ONE ✓ MARK ON EACH LINE.

Statement	Strongly Disagree	Disagree	Agree	Strongly Agree
I might leave my current teaching job for a better teaching position within the next two years.				
I might leave teaching all together within the next two years.				
If I quit teaching, it would be because of . . .				
poor working conditions.				
no support from school administration.				
no support from central office administration.				
too much stress.				
poor relationships with parents.				
students' bad attitudes.				
my lack of control over school policies.				
poor benefits (health insurance, retirement, etc.).				
personal health problems.				
too many disagreements about how to teach.				
not enough school materials and supplies.				
low salaries.				
too many responsibilities.				
pressure from the community.				
retirement.				
promotion.				
poor relationship with other teachers.				

Thank you for your assistance. Please return this questionnaire to the large envelope which has been placed on one of the desks in the room.

Appendix B

Retention and Attrition of
Pacific School Teachers and Administrators
(RAPSTA) Study

School Administrator Questionnaire

Created by the

Research and Development Cadre

American Samoa Department of Education
Commonwealth of the Northern Mariana Islands Public School System
Federated States of Micronesia National Department of Education
Guam Department of Education
Chuuk State Department of Education
Hawai'i State Department of Education
Kosrae State Department of Education
Pohnpei State Department of Education
Yap State Department of Education
Republic of the Marshall Islands Ministry of Education
Republic of Palau Ministry of Education
with the assistance of
Pacific Resources for Education and Learning

PREL

Retention and Attrition of Pacific School Teachers and Administrators (RAPSTA) Study
School Administrator Questionnaire

SECTION 1

The purpose of this section is to understand what factors cause school administrators to be away from school. All responses will be kept anonymous. Please complete this section by filling in the requested information. Please print your responses and check (✓) boxes (☐) as appropriate. Remember, DO NOT PUT YOUR NAME ON THIS QUESTIONAIRE. It is important that all responses be anonymous.

Date: _____

Location: Am. Samoa ☐ Guam ☐ CNMI ☐ Hawaii ☐ RMI ☐
Pohnpei ☐ Chuuk ☐ Kosrae ☐ Yap ☐ Palau ☐

Gender: M ☐ F ☐ **Place of birth:** _____
(Entity or State or Country)

Ethnic heritage: _____
(Ethnicity of Parents)

Age:
15-19 ☐ 20-24 ☐ 25-29 ☐ 30-34 ☐ 35-39 ☐ 40-44 ☐
45-49 ☐ 50-54 ☐ 55-59 ☐ 60-64 ☐ 65 + ☐

Current marital status:
Never Married ☐ Married ☐ Separated ☐ Divorced ☐ Widowed ☐

Highest level of education attained:
High School Graduate ☐ Associate Degree ☐ Bachelor Degree ☐
Master Degree ☐ Other (specify) ☐

Major field(s) of study: _____
(Examples: School Administration, Curriculum & Instruction, Elementary Education, Math, etc.)

Current annual salary: $_____(per year)

Total school enrollment: _____

Students enrolled by grade: What is the student enrollment at your school by grade?

K	1	2	3	4	5	6	7	8	9	10	11	12

Your current position:
principal ☐ vice-principal ☐ head teacher ☐
teaching principal ☐ teaching vice-principal ☐

In the space below, please describe your training in school administration.

Please indicate the number of years of teaching and administrative experience you have had.

	Number of years by level		
	Elem./Int. (K-8)	High Sch. (9-12)	College
teacher			
head teacher			
teaching department head			
teaching vice-principal			
vice-principal			
teaching principal			
principal			

If you are a teaching principal/teaching vice-principal, please check the subject area(s) and number of class periods you are currently teaching.

	Number of class periods you teach (put a ✓ in the appropriate columns)						
Subject area(s) you teach	1	2	3	4	5	6	7
Language Arts/English							
Language Arts/Vernacular							
Math							
Science							
Social Studies							
Vocational Education (specify)							
Business Education							
Computers							
Art							
Music							
Physical Education							
Other (specify)							

If you have had jobs other than teaching and/or school administration, please list them below.

Previous employment other than teaching or school administration	Number of years

Total number of days you were away from school in SY '96 -'97:

None ☐ 1-5 ☐ 6-10 ☐ 11-15 ☐ 16-20 ☐ 20 + ☐

Write the number of days you were away from school in SY '96 -'97 for the reasons listed below.

Reason	Number of Days	Reason	Number of Days
funerals		working conditions	
birthdays		relationship with co-workers	
child care		stress	
transportation problem		meetings and workshops	
personal illness		administrative leave	
family member sick		educational leave	
family responsibilities (errands)		training leave	
community responsibilities		church activities	
storm, heavy rain or flood		maternity leave	
vacation		paternity leave	
lack of instructional materials		suspension	
relationship with supervisor		jury duty	
wedding		military training	
other (specify)		other (specify)	

SECTION 2

This section of the questionnaire contained directions and 22 items intended to measure school administrators' stress and burnout. This section was modified and reproduced by special permission of the Publisher, Consulting Psychologists Press, Palo Alto, CA 94303 from ***Maslach Burnout Inventory—Human Services Survey*** *by Christina Maslach and Susan E. Jackson. Copyright 1986 by Consulting Psychologists Press, Inc. All rights reserved. Permission for reproduction of the instrument in this report was not granted.*

SECTION 3

The purpose of this section is to understand what makes school administrators leave their jobs. Below are listed statements made about quitting a school administrator's job. Place a check (✓) in the column next to each statement that best reflects how much *you agree or disagree* with the statement.

MAKE ONE ✓ MARK ON EACH LINE.

Statement	Strongly Disagree	Disagree	Agree	Strongly Agree
I might leave my current school administrator position for a better school administrator position within the next two years.				
I might leave my current school administrator position for a better central office administrator position within the next two years.				
I might leave educational administration all together within the next two years.				
If I quit being a school administrator, it would be because of . . .				
poor working conditions.				
no support from school staff.				
no support from central office administration.				
too much stress.				
poor relationships with parents.				
students' bad attitudes.				
my lack of control over school policies.				
poor benefits (health insurance, retirement, etc.).				
personal health problems.				
too many disagreements about how to run my school.				
not enough school materials and supplies.				
low salaries.				
too many responsibilities.				
pressure from the community.				
retirement.				
promotion.				
poor relationship with teachers.				
poor relationship with staff.				
political reasons.				

Thank you for your assistance. Please return this questionnaire to the large envelope which has been placed on one of the desks in the room.

PACIFIC RESOURCES FOR EDUCATION AND LEARNING

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Phone: (808) 533-6000
FAX: (808) 533-7599
E-mail: askprel@prel.hawaii.edu
WEBsite: http://www.prel.hawaii.edu

Saipan, Commonwealth of the Northern Mariana Islands
Bank of Hawai'i Building, Suite 203
Marina Heights Business Park
PPP 145 • Box 10000
Puerto Rico, Saipan MP 96950
Phone: (670) 323-6000 • FAX: (670) 323-7735

American Samoa
P.O. Box 3953
Pago Pago, AS 96799
Phone: (684) 633-2709/1246
FAX: (684) 633-4240
E-mail: amisonel@prel.hawaii.edu

Guam
DOE Tiyan Education Offices
Building 13-34, 2nd Floor • Seagull Avenue
Tiyan, Guam 96913
FAX: (671) 472-9750

Yap, Federated States of Micronesia
P.O. Box 985
Colonia, Yap FM 96943
Phone: (691) 350-4382 • FAX: (691) 350-4380
E-mail: legdesog@prel.hawaii.edu

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